

**A STUDY ON THE TEACHING TECHNIQUE USED BY THE TEACHER IN
SMPN 3 MALANG**

THESIS

**In Partial Fulfillment of the Requirement for Master's Degree of
English Language Education**



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IN SMPN 3 MALANG**

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Has been examined on
Tuesday, 20 October 2020

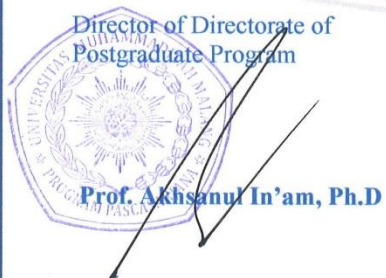
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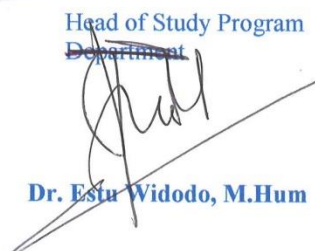
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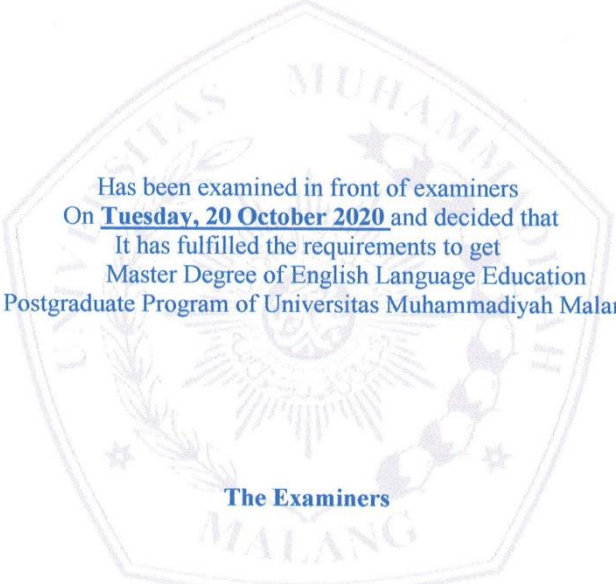
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LETTER OF STATEMENT

I, the undersigned :

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Hereby, declare that :

1. The thesis entitled : **A STUDY ON THE TEACHING TECHNIQUE USED BY THE TEACHER IN SMPN 3 MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 10 November 2020

The Writer,



IRHAS SISWAHYUDI

MOTTO AND DEDICATION

“Varily, along with every hardship is relief. Along with every hardship is relief”

- Al: Insyirah 5-6 -

“Everything is OK in the end. If it’s not OK then it’s not the end”

-Anonymous-

“Do it with passion, or not at all!”

-Irhazz55-



*I dedicate this Thesis to my awesome
Parents, brothers, and all of my family.*

Thank you so much for everything

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In the name of Allah, all praise to Allah, the merciful and charitable. Alhamdulillah Robbal Alamin this thesis has been completed because of his guidance, blessing, and affection. Likewise, praise is also given to Nabi Muhammad SAW as the fountain of inspiration throughout his life journey. As an ordinary people who has weakness and limitedness, the researcher realizes that the thesis by the title “A Study on the Teaching Technique Used by the Teacher in SMPN 3 Malang” cannot be finished without support, guidance, and help from the other people and another sides. For that, by the honor of this, the researcher wants to say thank you very much to the honorable:

First, the researcher would like to acknowledge his warmer thanks and great gratitude to his first advisor Dr. Masduki, M.Pd. for his time, motivation, valuable helps, correction, and suggestions for the completion of this Thesis. His friendly guidance and expert advice have been invaluable throughout all stages of this thesis. Second, the researcher also would like to express his gratitude to Dr. Sudiran, M.Hum as his second advisor, for his valuable suggestions which have contributed greatly to the improvement of this thesis.

Next, the researcher would like to address his thanks to the teachers of English language education department who were willingly contributed in this research, and helped his with their knowledge and experiences. A special thanks to his family. The researcher expresses sincerely unlimited thanks to his beloved mother and his beloved father, also his beloved daughter Shakilla Keysha Anindhita, and also his beloved partner Nikmahtul Luthfia who love him very much and always pray for him, give the love, support sincerely and purely without time. His gratitude also goes to the all lecturers in the postgraduate of English Language Education who have taught and educated the researcher during his study at University of Muhammadiyah Malang. The researcher also thanks to all his beloved friends, Ary Rahmad Wijaya, Eka Hermawansyah, Chandra Giat Prabowo, and Fajar Wirawan for their friendship, supports, motivations, and advices.

Finally, the researcher expects this study would be advantageous for the readers and the related individuals who are focusing on education studies. The

researcher hope that there will be an upgrading of education studies itself along with some researchers conducted in the present and future.

Malang, 10 November 2020
The Researcher,

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ABSTRACT

The aim of this research was to analyze the implementation on teachers' teaching technique used in teaching English. The teacher used guessing game technique to improve their teaching in the classroom. In this study, the researcher used qualitative research design. The data of this research was collected from the class observation and interview with the English teacher. The result of observation and interview showed that the English teacher implemented the guessing game technique in teaching English with three-phase steps, which include pre-teaching, whilst- teaching, and post-teaching. However, there were also three problems faced by the teacher in implementing guessing game technique, they were: (1) the students felt tired and less motivated to study, (2) the students did not bring a dictionary to teaching learning process, and (3) they had a little vocabulary mastery. In addition, the teacher had some ways to cope with the problems such as: consulting the dictionary, practicing English every day, sharing with other student who had high-level vocabulary mastery. The English teacher's ways to cope with the problems had been good. From the researcher's observation during the data collection, he could also see that it was proven by the students' difference before and after using guessing game technique. Before using guessing game, the students had a little vocabulary mastery and less motivation to study English. Generally, when the teacher implemented guessing game technique in teaching English vocabulary, it was easy to understand by the students, because they often play it in their daily activity. Meanwhile, the English teacher used guessing game technique with the purpose to create effective and communicative teaching and learning process.

Keywords: *Teacher's Delivery Skill, Teaching Technique, Guessing Game*

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ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisis penerapan teknik mengajar guru yang digunakan dalam pengajaran bahasa Inggris. Guru menggunakan teknik permainan menebak untuk meningkatkan pengajaran mereka di kelas. Dalam penelitian ini, peneliti menggunakan desain penelitian kualitatif. Data penelitian ini dikumpulkan dari observasi kelas dan wawancara dengan guru bahasa Inggris. Hasil observasi dan wawancara menunjukkan bahwa guru bahasa Inggris menerapkan teknik permainan menebak dalam pengajaran bahasa Inggris dengan tiga tahap, yang meliputi pra-mengajar, saat mengajar, dan pasca mengajar. Namun ada juga tiga kendala yang dihadapi guru dalam menerapkan teknik permainan menebak, yaitu: (1) siswa merasa lelah dan kurang termotivasi untuk belajar, (2) siswa tidak membawa kamus untuk proses belajar mengajar Bahasa Inggris, dan (3) siswa memiliki sedikit penguasaan kosakata. Selain itu, guru memiliki beberapa cara untuk mengatasi masalah tersebut seperti: menghafal kosakata dengan kamus, berlatih bahasa Inggris setiap hari, berbagi dengan siswa lain yang memiliki penguasaan kosakata lebih tinggi. Cara guru bahasa Inggris untuk mengatasi masalah itu bagus. Dari observasi peneliti selama pengumpulan data juga terlihat bahwa hal itu dibuktikan dengan perbedaan siswa sebelum dan sesudah menggunakan teknik permainan menebak. Sebelum menggunakan permainan menebak, siswa memiliki sedikit penguasaan kosakata dan motivasi belajar bahasa Inggris yang kurang. Secara umum, ketika guru menerapkan teknik permainan menebak dalam pembelajaran kosakata bahasa Inggris, hal tersebut mudah dipahami oleh siswa, karena mereka sering memainkannya dalam aktivitas sehari-hari. Sedangkan guru Bahasa Inggris menggunakan teknik permainan menebak dengan tujuan untuk menciptakan proses belajar mengajar yang efektif dan komunikatif.

Kata Kunci: Keterampilan guru untuk memberikan materi, Teknik mengajar, Game menebak

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INTRODUCTION

The main goal of teaching at all levels of education is to bring fundamental changes in the learner (Tebabal & Kahssay, 2011). To facilitate the knowledge transmission process, teachers must apply the right teaching method that best suits the specific goals of the learning and outcome level. However, the question of the effectiveness of teaching methods on student learning has consistently raised considerable interest in educational research (Hightower, 2011). In addition, research on teaching and learning continually seeks to test the extent to which different teaching methods enhance growth in student learning.

Effective teachers provide concrete, explicit, interesting instruction, and teaching strategies (Briere, 2012). In addition, effective teachers establish student activities that promote understanding of skills and knowledge (Macsuga, 2012). They focus on engaging students to build their communication and social skills, learning how to work interdependently, and improving their self-efficacy. Effective instructors use special praise, reinforcements, and constructive feedback to give students a thorough understanding of a topic. The best instructors use differentiated instruction, display cultural sensitivity, accentuate open communication, offer positive feedback on students' academic performance (Macsuga, 2012), and foster student growth by allowing students to resubmit assignments prior to assigning a grade. Each teacher has their own teaching styles.

Good teaching is learned through our experience, and good teaching is derived from training over the time and it is not by nature (Deborah, 2008). From that explanation, it implicitly states that good teaching must be designed and conducted by training overtimes.

One aspect of teaching is teachers' delivery. Teachers' delivery capacity is priority over accuracy when evaluating the effective instruction (Madsen, 2003). Yarbrough (2008) states that students may not concern much in term of task inaccuracies if that teacher has an interesting delivery of materials.

According to Poedjiastutie, Amrin, & Setiawan (2018) in thesis "teachers' skills of delivery includes developing appropriate teaching strategies and approaches to deliver the subject, developing the ability to make appropriate choices of teaching

materials and methods of language instruction, and also ways teachers can assess and give feedback”.

To determine what strategy is most appropriate for teachers to use there is a need to first understand what both the teachers and the students currently do in the classrooms. One of the crucial factors is teaching methods. Good and interesting teaching method will drive students to learn and re-learn and in the long run, there will be improvement of the learning outcomes (Poedjiastutie, Amrin, & Setiawan, 2018). For example, it is inappropriate to use Communicative Language Teaching (CLT) e.g., discussion when majority of learners have low communication competence. Adunola (2011) argues that teacher goals should also be considered before the selecting any method. This implies that what the teacher wants to achieve at the end of the lesson should be in accordance with the method chosen.

Besides that, the teacher has to create or use classroom activities or teaching which is able to raise the motivation of students to learn it. There are many techniques to teach English which help the teacher in the learning process to succeed. Brown (2001, 16) stated that technique is a wide variety of exercise, activities, or tasks used in the language classroom to achieve the objective of the lesson.

Yonsisno (2015) conducted research about *debate technique in improving students' speaking skill at the eleventh grade students of SMA Negeri 2 Kota sungai penuh*. The data were collected from three classes of science programs. Researcher did homogeneity test to analyze student scores in pre-test and post-test, the researcher used t-test. The findings concluded that the using debate technique could improve students speaking skills, and the improvement was significant. It was proved by the result of the mean improvement of students' speaking skill in experimental class. To express various techniques in the classroom, language teachers need to enrich and develop their unique delivering styles.

Briesmaster (2017) did a study in his research about *the use of the 3/2/1 technique to foster students' speaking fluency*. According to Arevat & Nation (1991) in Briesmaster (2017) in 3/2/1 technique, learners deliver three minutes of talks. Then they delivered the same lecture in two minutes. Finally, they present the exact same conversation in one minute. The use of 3/2/1 technique allows students to reach a higher level of performance in relation to fluency than they otherwise would have.

The data were collected from 40 students. In this technique, the participants were given a topic and/or a question related to their own personal experience. They had 10 minutes to prepare the speech and write some notes. Both tests were recorded, and the students' speeches were analyzed in pauses and words per minute (WPM). The result of this study showed that after application of technique 3/2/1, there was a small significant in students' words in terms of words per minute (WPM) and pause time. The majority of participants found useful techniques for their smooth development.

A song is one of the alternatives of teaching techniques because songs may be useful for learners. Students enjoy music activities. Music activities help students to relax and be helpful in learning a second language. Lopera (2003) mentions several reasons why teachers should take the song for the context of teaching. First, music deals with the social context. Secondly, it can change the mood of the students. Third, it provides stimuli, entertainment, challenges, and fun. Fourth, music may be related to happiness because it brings people's memories and dreams. Finally, most teachers agree that music is a powerful tool for learning English.

Hidayat (2013) conducted several studies about *the use of songs in teaching students' listening ability*. The data were collected from 60 students of second grade in a Junior High School in Sumedang. This study used a quasi-experimental design. The samples were divided into two classes: the experimental class and the control class. Then, both classes were tested with pre-test and post-test. The study aims to investigate whether the use of songs significantly improves students' listening skills. This quasi-experimental research involved two classes of Junior High School students in Sumedang. Data were collected through pretest, posttest and questionnaire. In analyzing the data collected, quantitative research methods were used. Furthermore, the data taken from the questionnaire was also investigated to find out the difficulties faced by students listening to comprehensions through songs. The study found that the use of songs improved students' listening comprehension skills. It concluded that there was a strong correlation between the technique used by the teacher in delivering their materials in teaching English.

From the explanation above, the author can state that teachers' technique is important to help the students' ability in teaching and learning process. The importance of this research can bridge the gap that teachers have to use teaching

methods, teaching techniques, and teaching strategies theoretically in order, students can learn better. In hopes, the teachers use any methods and techniques in the teaching and learning process.

However, applying techniques in teaching and learning process is not easy. There should be ways to succeed in teaching and learning process, such as the teacher has to master the material with good techniques, the teacher has to create funny condition in the classroom in order that the students will not get bored. The research question can be formulated as follows: (1) what is the technique used by teachers in the classroom at SMPN 3 Malang? (2) how does the teacher implement the technique?

This study is limited on SMPN 3 Malang. In Indonesia there are many Junior high schools, it is impossible for researcher to examine all junior high schools in Indonesia, and also the limited time and cost of researching junior high schools entirely. Therefore, researcher only chooses one junior high school, including SMPN 3 Malang. To find out what technique is used by the teachers in this junior high school, then the researcher would like to know about how the teacher deliver the material to students.

REVIEW OF RELATED LITERATURE

Effective Teachers

Smith (1995) states that teachers and teaching must be creative to enable students to learn naturally. Next, the educational institutions must also spend more time to "do" and less time to "talk about learning and teaching". Instead of contemplating theory and practice, the teachers should reflect on what they do in the class since effective teachers need to focus on student achievement.

According to Borich (2000), one of the effective teachers' responsibilities is to have lessons clarity, variations in teaching, teacher task orientation, and involvement in the learning process and student success rates. Therefore, instead of teaching in front of the class to demonstrate knowledge of extensive and deep content, effective teachers teach to promote and improve learning. In addition, they know how to manage not only their knowledge but also classrooms and students in terms of discipline, work, the interaction between teacher-students, how to give

instructions, and how to evaluate activities, students and their own work. It means effective teachers should have a series of qualities in terms of professional and personal skills.

Teachers have various characteristics and styles. For instance, there are a number of teachers come to the class and most of their students seem not to care at all. Next, there are also a number of teachers acting like a dictator who frightens their students to voice their opinion during the class. Then, some teachers only read the textbooks or lecture endlessly from the beginning until the end of the class while their students only write down what they say without even putting some thoughts on it. Some teachers plainly speak whole time and their students could not understand the lesson as the learning objectives, frameworks, and the topics are ambiguous. Even some teachers have got no idea about what they are teaching.

Teaching Strategy

Teaching strategies are the general plans for lessons or lessons that include the structure and outline of tactics needed to implement the strategies (Sarjan, 2017). The teaching strategy applied by the teachers should catch up with the changing contemporary needs of the community (Okoye, 2010). Therefore, a good teaching strategy must have certain qualities such as innovative and student-centered learning. Effective teaching strategies are believed to be a source of critical thinking or inspirational dispositions for the students (Johannesse, 2012 as quoted in Yinusa, 2014).

Cognitive Strategy

Suyitno (2017) argues that cognitive strategy is an internal process called a control learning process. Cognitive strategy is applied to adapt and to adjust the way the students learn. Cognitive strategy in this sense is the basic structure for learning. Applying this, the students aim to solve their problems in learning. The development of cognitive learning strategy is always along with learning accomplishment. The development in this sense is the improvement of approaches to develop the reliability of internal processes linked with learning.

Cognitive strategy deals with learning, remembering, and delivering thoughts spontaneously and methodically. If the students could master the ability of internal

processes, then they could make themselves reliable in learning autonomously. They also would be able to find solutions for the difficulties they face and they could convey their ideas well. Suyitno (2017) explains that cognitive strategy is an internal ability that controls the students' thinking process that includes the procedure of identifying the difficulties, learning, memorizing, and thinking.

Dole (2015) identifies some kinds of approach applied to various cognitive assignments. These strategies include the strategy in language, grammar, discourse, culture, social, interaction, pragmatics, semantics, schematics, and rhetoric's. Dole describes some particular strategies employed in understanding, including the strategy in socio-culture, communication, general reading, local understanding, local coherence, schematics, and applying the knowledge.

Drits (2015), in an analysis of the strategies applied in the teaching and learning process, conceptualizes two main kinds of strategy, 1) teaching strategies, when the teachers delivering the material in a particular method, and 2) learning strategies when the students reviewing the material in particular manner. Drits further differentiates those eight kinds of learning strategy, such as basic and complex training strategies, basic and complex elaboration strategies, basic and complex organizational strategies, understanding monitoring strategies and affective and motivational strategies.

Nokes (2015) identifies some cognitive strategies for a range of assignments in different fields of knowledge such as strategies to find solution for problem and its analysis (general strategies), memorizing a series of events or programs for examinations (learning strategies), creating plans, collecting, \making reviews, and editing critical essays (writing strategies), and questioning themselves, building mental images representative, activating prior knowledge, rereading components of the text that are difficult to understand, predicting or summarizing texts.

It is considered that cognitive strategy instruction is in the secondary content area. Research in cognitive strategy instruction in the secondary content area is scarce and it is a few years behind the other strategy instruction studies. It is because there are some obstacles in teaching particular cognitive strategy disciplines to the students and also some problems in studying these instructions. One of the challenges is that literacy researchers and language teachers sometimes are

uninformed of the strategies used by experts in particular disciplines. As the experts, in general, employ cognitive strategies unconsciously, it is often difficult to understand the efforts they have done when they read the text of these disciplines. Language teachers might be unfamiliar with those kinds of cognitive strategies that could be functional. Therefore, they mostly teach cognitive strategies in general aimed to improve inter-disciplinary understanding rather than content-specific strategies.

However, some teachers who own the knowledge in the content field may not understand the technique of giving strategy instruction. They might have recognized the literature and important strategies in the discipline, however, they could be unfamiliar with cognitive strategy instructions. As a result of this obstacle, there is very few research on teaching domain-specific reading strategies. However, there is significant growth of research bodies and research agendas that start to study this field.

Metacognitive Strategy

A particular set of general cognitive strategies needed to know is called metacognitive strategy. The metacognitive strategy is the routines and procedures that allow individuals to check and evaluate their continuing presence in the implementation of cognitive tasks (Dole, 2015).

According to Kotze (2009), metacognition has some and almost disjoint definitions (for instance, knowledge about someone's thinking processes, self-control during problem-solving) which make it difficult to be considered as a single concept. There is a common agreement that metacognition definition at least should cover some aspects: the knowledge of someone's knowledge; conscious observation and the organization of someone's knowledge; and cognitive and affective conditions. Metacognition is knowledge and beliefs about cognition in addition to the skills and strategies that enable cognitive self-regulation process (Toit, 2009). According to Papaleontiou-Louca (2003), metacognition is the whole cognitive processes such as what people feel about someone's thoughts, what people think about what someone thinks and how to respond to their own thoughts by monitoring and controlling them. From those varieties of metacognition definitions, what they have in common is the

importance of the knowledge of cognition and the monitoring and regulation of cognitive processes.

The metacognitive strategy is the mindful monitoring of cognitive strategies to meet specific goals, for example when students ask themselves about an assignment and then they observe how to finish it (Toit, 2009).

According to Camahalan (2006), the metacognitive strategy is the choice taken by the students before, whilst, and after the learning process. There are some metacognitive strategies designed to expand students' metacognition.

a. Planning strategy

From the very start of learning activities, the teachers should tell their students about the strategies, rules, and phases in problem-solving. Limitation of time, objectives, and general rules related to learning activities should be explicit and internalized by students. As a result, the students would remember it for learning activities and they would be able to assess their performance. During learning activities, the teachers should promote their students to share their development, their cognitive procedures, and their own reflections on their performance. As a consequence, the students would become attentive of their own performance and the teachers would be able to recognize the students' cognitive difficulties. When learning is planned by someone else, it is difficult for students to become independent (Kotze, 2009)

b. Generating questions

Toit (2009) states that students must question themselves about what they have known and what they have not known when the learning activity starts. When the learning activity takes place, their prior accounts about their knowledge will be established, confirmed, and extended.

c. Choosing consciously

Teachers should lead their students to investigate the results of their choices before and whilst the process of decision making. This is to enable the students to distinguish basic relations between their decisions, their actions, and the outcomes of their decisions. Non-judgmental feedback to learners about the consequences of their actions and choices promotes self-awareness (Kotze, 2009).

d. Setting and pursuing goals

Kotze (2009) defines goals as “expectations about the intellectual, social and emotional outcomes for students as a consequence of their classroom experiences”.

e. The assessment of thoughts and action

Metacognition could be improved if teachers direct the students to assess the learning activity based on at least two criteria (Costa, 1984, p. 60). In the beginning, the assessment could be jointly created with the learners to help them to evaluate their own thoughts. For instance, students could be inquired to evaluate the learning activity by mentioning useful and hampering features and what they favor and not about the learning activity. Hence, the students should put some considerations about the criteria when categorizing their ideas about the learning activity and they should find some reasons for the ideas. A guided independent assessment could be introduced by focusing on thinking processes and therefore the independent assessment would be increasingly autonomous (Kotze, 2009).

f. Identifying the difficulty

Kotze (2009) advises teachers to prevent the use of phrases such as "I can't"; "I'm too slow to ..."; or "I don't know how ...". Instead, students must discover the assets, abilities, and knowledge required to meet the learning goals. Consequently, the learners would be facilitated to distinguish their knowledge now and the knowledge they require. They also have less doubt to decide which strategies they need to solve any difficulties they face.

g. Paraphrasing, explaining, and reflecting the students' thoughts

The teachers should support their students to reaffirm, interpret, evaluate, and paraphrase the thoughts of their friends.

As a result, the students will become better listeners for the thoughts of other students and also for their own thoughts (Toit, 2009). For instance, the teachers could reply "What you have explained to the class is ..." and "We learn that you have made some recommendations such as ...".

The main problem in metacognitive strategies is what level the strategies are controlled by the readers. Even if there is a statement that metacognitive

strategies are conscious processes, it also means that the readers could go on reading without checking the level of their comprehension at a level of consciousness. Nokes (2015) points out that strategy as deliberately chosen procedures to meet a certain objective. The strategy is done consciously, deliberately, and it is open to examination. As the time goes by and the more practices done by the learners, the application of cognitive and metacognitive strategies could be easier and the implementation of the strategies would be more efficient and effective (Drits, 2015).

Social-Affective Strategy

Social-affective learning strategies are different mental and behavioral mechanisms that students use to deal with the emotional and socio-cultural challenges they encounter in their learning process or to increase their learning capacity. Griffiths (2010) defines a social-affective strategy, among other types of strategies, as activities that are consciously chosen by students for the purpose of organizing their own language learning. According to Ata (2016), affective strategies, also known as self-motivation strategies, help students to deal with personality factors that are believed to interfere with their progress in learning and using languages such as debilitating anxiety, low self-esteem, and negative attitudes. While social strategies, sometimes referred to as sociocultural strategies, help students work with others and understand the target culture and language.

The fact that social-affective strategies have been found shows positive correlations with different learner variables such as motivation (Ata, 2016), learning styles (Ma and Oxford, 2014; Uhrig, 2015; Wong and Nunan, 2011), personality types (Liyanage and Bartlett, 2013), multiple intelligences (Akbari and Hosseini, 2008), and self-regulation (Bidjerano and Dai, 2007), and significantly related to success in language learning (see for example, Griffiths, 2010; Griffiths and Oxford, 2014; Wong and Nunan, 2011) have directed many strategists to call for the inclusion of these techniques in the foreign language curriculum.

a. The rationale for teaching social-affective strategy

There is strong evidence in strategy research that social-affective strategies can facilitate L2 learning and can contribute to language proficiency (Chou, 2004; Ma and Oxford, 2014; Wong and Nunan, 2011). In a study on the use of

social affective strategies, Chou (2004) postulates that social affective strategies have the potential to increase communicative competence and learner motivation if these techniques are seriously considered in class. A study conducted by Ata (2016) on learning strategies and strategy training has identified many strategic features related to learning and teaching abilities. More recently, Griffiths and Oxford (2014) and Wong and Nunan (2011), among others, still advocate the potential of integrating social-affective strategies into teaching. Evidence from external strategy research also advances the concept of social-affective strategy instruction. Two main sources have helped and supported the inclusion of these techniques in language classrooms: Humanistic education and independent learning, both of which have close links with the domain of social-affective strategy.

Humanistic approaches to language learning and teaching (Ata, 2016) have called for humanizing foreign language classrooms by promoting self-actualization and personal growth of students. This view has also been supported by educational psychology research into the concept of self-regulated learning (SRL) (Bidjerano and Dai, 2007; Cleary, 2006). The social-affective strategy falls into the category of self-motivating from the SRL model and is considered a prerequisite for developing learner motivation (Dörnyei, 2003) and different dimensions of the student's self-concept, namely self-regulation and self-efficacy (Bidjerano and Dai, 2007).

Studies investigating the relationship between strategy use and proficiency (Griffiths, 2010; Gunning and Oxford, 2014) have been shown that the relationship is generally considered a significant relationship, especially in oral performance (Gunning and Oxford, 2014; Nakatani, 2006; Naughton, 2006). In their study of EFL elementary school children, Lan and Oxford (2003) found that students with high skills followed social-affective strategies with a higher frequency than their peers who had medium and low abilities. Likewise, Nakatani (2006), who investigated the use of strategies among Japanese EFL students, has shown that students who scored high on oral tests used social affective strategies more than students with low scores. An intervention study conducted by Ata (2016) has also found evidence that showed a significant

increase in student achievement after receiving special training in the use of strategies relative to the control group who did not undergo training. Other studies show that affective strategies are underused by students (Hong-Nam and Leavell, 2006) and that social strategies such as cooperation do not attract students unless they undergo special training, and get teacher encouragement (Harish, 2014).

It should also be mentioned that the potential for social affective strategy instruction is not limited to skills. Training students in the use of social-affective strategies have been shown to play a major role in increasing student autonomy and self-confidence (Ata, 2016), self-direction (Gan, 2004), motivation and positive attitude (Kao and Oxford, 2014), and the students' self-evaluation (Nikolov, 2006). However, it should be noted that the incorporation of social affective strategies in EFL programs and materials raises a number of challenges that must be taken into account by teachers and educators.

b. Materials in Strategy Instruction

Designing or adapting teaching materials to include social-affective strategies among other strategies requires a number of prerequisites such as considering the nature of the task, content, and the appropriate model and framework for strategy instruction (Ata, 2016). Problems related to task-based process and instruction materials, learners' needs and socio-cultural backgrounds, and experiential learning approach definitely come into play in this regard given the inherent relationship with social-affective strategies.

a. Process material and the issue of 'task' in strategy instruction

The orientation of language class research and syllabus design towards a process-oriented approach to teaching that emphasizes the learning process in addition to the results (Allah, 2016) have a strong relationship with teaching strategy. In fact, the concept of strategy rests on the idea that students need to know how to learn to achieve autonomy and self-direction in learning tasks (Ata, 2016). This shift in focus has led researchers to identify types of syllabus based on tasks and processes (Ata, 2016) who have a clear relationship with learning strategies in general, and social affective strategies in particular.

The relationship between social-affective strategies and processes and task-based learning/teaching seems to be reciprocal. On the one hand, social-affective strategy instruction inherently requires materials and activities that focus on the learning process because social-affective strategies are related to the latter. On the other hand, social-affective strategies, in turn, can be actual learning tasks or what are called "meta-communicative" tasks (Allah, 2016). Learning or meta-communicative tasks, as opposed to but compatible with communicative tasks, aim to facilitate student involvement in communicative or target-like tasks by involving them in activities that reflect how language is learned or used (Nunan, 2004). It has also been shown that strategic instruction is very vulnerable to the nature of tasks and requirements (Oxford, Cho, Leung, and Kim, 2004). Oxford, Cho, Leung, and Kim (2004), after investigating the impact of assignments on the use of strategies of university students and second language community schools, found that students' choice of strategy was partly influenced by the presence and difficulty of the tasks performed. As a result, Oxford, Cho, Leung, and Kim (2004) have advanced the idea of, and called for, the incorporation of task-based strategy instruction by language teachers.

Thus, it becomes the reason that teachers, who want to develop or adapt the material for strategy instruction, are asked to consider activities and content areas that focus on and increase their students' awareness of, the learning process in general, and learning strategies in particular. The extent to which assignments encourage students to use appropriate strategies in a meaningful and individual way is also of particular relevance in designing strategy-based materials.

b. Designing and integrating social-affective strategy-based activities

The first problem in this regard is that the available material is designed to teach scarce learning strategies which require teachers to produce their own material or at least adjust existing ones to include strategy-based activities (Allah, 2016). Tomlinson (2001) states that "effective classroom teachers need to be able to evaluate, adapt, and produce material". Ata

(2016) also refers to strategic teachers as creative figures in language classes. However, for teachers to be creative and take responsibility for developing class material, they must undergo special and intensive training (Allah, 2016).

Regarding material content and activities, Ata (2016) argues for material that includes awareness-raising and strategy based activities, which help students gain knowledge and skills in language learning in general and the use of strategies in particular. The assignments must also be relevant to students, and involve individual experiences and their own "communicative intentions". Examples of these tasks might include problem-solving activities, simulations, and discussions that utilize "referential or real questions" (Ata, 2016) where the teacher, or student interlocutor, does not know the answer in advance. These activities, due to unpredictable aspects, can give students opportunities to engage in sincere and cooperative exchanges and discussions (Ata, 2016). As a result, social-affective strategies such as cooperation, asking questions, expressing feelings and attitudes, and taking calculated risks among others may be interested and used.

c. I.T.-related materials and activities

In addition to traditional materials, such as books, newspapers, and TV, the internet has proven to be very relevant to teaching social-affective strategies. Using the internet can provide students with opportunities and genuine tools to start conversations with native speakers, fellow students or other students around the world by exchanging emails or through online chat, and engaging in project work (Gonglewski, Meloni, and Brant, 2001). In addition, using email and blogs can serve as a quick and easy extra-class communication medium between students and their teachers, where teachers can overcome the problem of lack of time to provide the required feedback to students, and students can do it, in turn, to come overcome their shyness to ask questions in class (Warschaur, 2001). Stepp-Greany (2003), who discusses how affective problems can be overcome through instructional technology, states that computers can

inform and drive appropriate strategies, providing opportunities for success in risk-taking in a valuation-free environment. Warschaur (2001) adds that technology-based activities can greatly motivate students if they do not conflict with their learning goals and preferences. Griffiths, Oxford, Kawai, Y., Kawai, C., Park, Ma, Meng, and Yang (2014) report on I.T-based strategies. a project developed by Yang in Taiwan designed to support and assess the use of strategies through a portfolio. Those authors provide reports on increased collaboration and student participation, lower stress, and effective teacher feedback and guidance. Strategic material, therefore, can invest very well in IT-related activities, and use technology as a "catalyst" (Griffiths, Oxford, Kawai, Y., Kawai, C., Park, Ma, Meng, and Yang, 2014) to support the use of strategy in the end, and language learning in the end. That is one the intention of this research is to focus on activities and topic-based strategies that promote the use of social-affective strategies.

RESEARCH METHODOLOGY

Research Design

According to Ary (2005) describes a research design is “a plan that describes how, when and where data are collected and analysed”. Polit et al (2001:167) define a research design as the researcher’s overall plan to answer the research question or testing the research hypothesis.

The researcher used qualitative research. According to Airasian (2003), “Qualitative research is useful for describing and answering questions about participants and contexts. ”In a qualitative research, the data are collected and represented not in the form of numbers and there is no control or treatment as is it found in the experimental research.

Moreover, the majority of qualitative research is to describe and explain the phenomena (Ghony & Almanshur, 2012:35). In this study, the researcher used the qualitative research design in order to analyze the technique used by the teacher in some Indonesia junior high school classroom.

According to Ritchie (2013) qualitative research aims to provide an in-depth and interpreted understanding of the social world of research participants by learning about the feelings they make about their social and material circumstances, their experiences, perspectives and history.

In this research, the researcher used the descriptive qualitative research. According to Adler and Clark (2003), "Descriptive research is descriptive design that describes group, activities, situation or event, with focus on structure, attitude, or behavior." Descriptive research (also called survey research) uses instruments such as questionnaires and interviews to gather information from groups or individuals. Surveys permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issue. Researchers in education and the social science use surveys widely. Moreover, the researcher focuses on the technique used by the teacher when they are delivering the materials in the classroom.

Research Participants

The research subjects in this study is the English teacher who taught in junior high school classroom. There is one junior high school that will be conducted by the researcher, such as public junior high school. There is an English teacher who teach in SMPN 3 Malang that going to observe, as follow:

In SMPN 3 Malang, one of the English teacher's name is Ms. Sunne Sunjawati, M.Pd. She taught English in SMP Negeri 03 Malang within 7 years. She graduated S2 degree from Islamic University of Malang as the English teacher. She got scholarship on Unisma in 2009-2010. In 1985 – 1992 she taught in SMPN 1 Wagir – Malang, 1993 – 2005 she taught in SMPN 19 Malang, 2005 – 2012 she taught in SMPN 8 Malang, and from 2012 until now she is a English teacher in SMPN 3 Malang.

Research Instruments

Observation

According to Amos (2002) observation are developed to understand, regulate, or social phenomena that are being studied from the right participants. In line with that, Creswell (2014) states that in observation, the researcher expects to know the research setting where the research will take place, the subjects who will be

observed, the events and the process or the natural development of the subjects in the research site.

Michael (2017) classify observation into two types; they are participant observation and non-participant observation. It means that participant observation is an observation where the investigator becomes participant/respondent of particular group of organization. Non-participant observation is procedure in which the investigator observes in a natural setting and it is not an actual participant in a particular group or organization.

In this study, the researcher used the non-participant observation where he has no any role inside of his participant activities. The researcher was not participating in the situation. Therefore, the researcher only sees the activity in the classrooms especially the technique used by the teacher and further interactions between teacher and students. The observation was held twice meetings for the teacher in SMPN 3 Malang during the teaching and learning process. Also, the observation was conducted for 90 minutes to know the whole course of the teaching learning in the class. To obtain valid information in the process of analysing the data, the researcher will use video recording during the process of observation. From the observation, the researcher developed some question for the interview.

Interview

According to Ary (2008, 438), "Interview is one of the methods for collecting the qualitative data. Interview is used to gather data on the subject's opinion, beliefs, and feelings about situations in their own words". Looking through the statement, it can be stated that the purpose of interview is to collect the data that can not be collected through the observation in order to develop an understanding. Airasian (2003, 209) states, "Interview is a purposeful interaction between two or more people focused on one person trying to get information from another person." Airasian indicates that the implementation of interview is by talking between two or more people. According to Ary (2002), "There are three types of interview, structured interview, unstructured interview, and semi-structured interview. Structured interview is the interview in which the questions and the alternatives answer is given to the subject that has been determined by the researcher. The unstructured interview

is the type of interview where the questions arise from the situation. Semi-structured interview is combination between structured interview and unstructured interview.”

In this study, the researcher used semi-structured interview to get the data about technique used by the teacher because the researcher has prepared some questions before the interview, the researcher can develop the questions and enrich the questions based on the situation, so the questions focused on and not spread out from the topic.

Interview used in this study to confirm the information obtained from observation. The interview with the teacher was held once for one teacher in public junior high school. The researcher interview the teacher after first observation and second observation to confirm the information in each observation. In addition, the interview will be recorded in a form of video and photos. The interviewer recorded the interview to avoid missing information. Moreover, there are some possible questions arises when the researcher interview the teacher. Such as:

1. Why would the teacher prefer to use that technique in teaching and learning English?
2. In applying the technique, what are the difficulties faced by teacher?
3. How do teacher overcome the difficulties in applying the technique?

Data Collection Procedures

The steps of collecting data of this study are as follows:

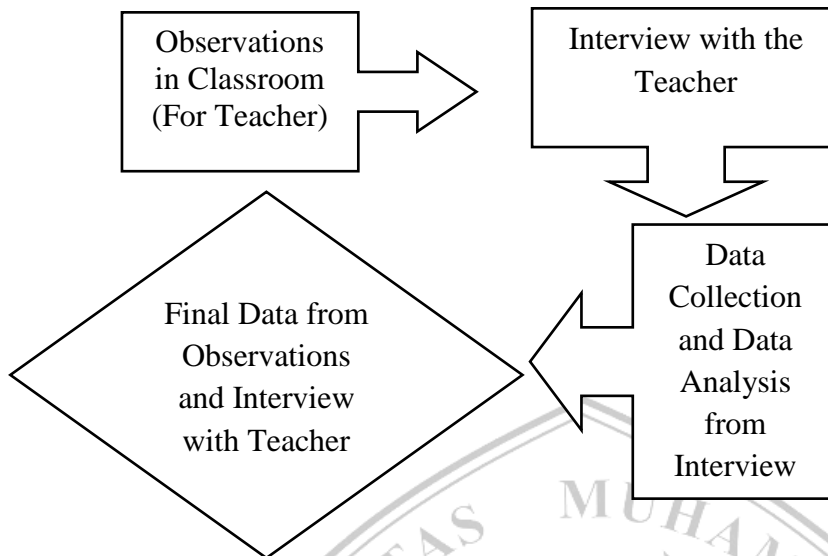


Figure 1: the flow data collection

Data Analysis

The researcher analyzed the data from the interview and observation by using following steps:

1. The research used observational field note as the basis to construct the story. (to describe the situation in the class)
2. Field note was explained based on the classifies.
3. The story of the observation was described.

Trustworthiness

Credibility

Credibility refers to whether qualitative truths can be trusted, meaning truth can be expressed. In qualitative research, Credibility concerns the truth of the findings of the investigation (Ary, 2006). In this study, researchers used observation and will be validated using a semi-structured interview to the teachers as tools of data collection.

Conformability

According to Bryman (2015), Conformability is a research strategy to avoid subjectivity and bias in the process of data collection using data tracking. In this study, researchers used video recordings to confirm, track, and clarify the data neutrality of interview with the teachers.

RESEARCH FINDINGS AND DISCUSSIONS

Research Findings

The research findings of this study were obtained from the observation and interview about the technique used by the teacher at SMPN 3 Malang. All of the findings in this study were reported related to the statement of the problems as stated in Chapter 1. They are the technique used by the English teacher and the ways the English teacher implemented the technique in teaching English for the second grade at SMPN 3 Malang. The findings of the study are presented below.

The Technique Used by the Teacher

This section presents the result from the observation and interview. The researcher found that the English teacher at second grade of SMPN 3 Malang applied guessing game technique to deliver the materials. The player with the information deliberately holds it, while others guess what it might be.

“Guessing game presents interesting learning, without students knowing when they guess what someone's profession, their vocabulary will be increased.” (See appendix 2, line 13-15)

“This technique greatly influences students' interest in learning. Because of the age of students, their way of thinking is more likely to lead to something interesting and fun. I think the game guessing technique is suitable to be applied in class teaching because it can attract students' interest and is also fun.” (See Appendix 2, line 18-22)

Based on the transcription above, it can be concluded that the reason why the teacher applied guessing game techniques is that she believed that this technique would increase the students' vocabulary. The point is in teaching, students do not only listen or write but also enjoy the learning processed or packaged in an interesting and fun way so that students seem happy in following the lesson. Therefore, the teacher chose to implement guessing games in her English class.

The Ways the Teacher Implemented Guessing Game Technique in Teaching English Vocabulary

The researcher conducted the observation on February 24, 2020, and February 25, 2020, when the teacher was teaching the students and applying guessing game technique. The procedures of the guessing game were implemented by the teacher using three steps of teaching. Those were pre-teaching, whilst-teaching, and post-teaching. The detail will be presented below:

The teacher did pre-teaching before teaching with several steps. First, in pre-teaching, the teacher greeted the students. Its function was to make the students focus before the teaching and learning process began. Second, the teacher confirmed the students' readiness. Third, the teacher reviewed the last meeting material about adjectives. After that, the teacher gave a stimulus to the students by giving questions about adjectives. The last, the teacher gave the information about the material that would be discussed in this meeting.

In the whilst-teaching phase, first, the teacher showed the PowerPoint material such as how to describe people, professions, and things. Second, the teacher gave three clues about a certain person, for instance: handsome, actor, titanic. After that, the students guessed the name of the person whose attributes were mentioned before by raising their hands. Third, the teacher showed the answer to the student about the three clues given. Fourth, the teacher asked the students to spell the word on the LCD. Fifth, the teacher and the students spelled the word. The last, the teacher asked students to make three clues about her/his father's profession that had been taught by the teacher.

In the post-teaching, after teaching and learning process, the teacher asked the students how they felt after teaching and learning activity and the teacher reviewed the material.

The Difficulties Faced by the Teacher in Implementing the Techniques

Based on the result of the data analysis obtained from the interview with the teacher, the researcher found that the teacher faced some problems in implementing guessing game technique in teaching English vocabulary. Those problems were the students felt tired and less motivated to study, the students did not understand enough about the lesson, and the students lack vocabulary.

a. The Students Felt Tired and Less Motivated to Study

Based on the result of interview related to the causes of the students felt tired, the teacher said:

“The teacher had some difficulties in making the students pay attention to her. It happened because the English lesson was given near the time of the break.” (See appendix 2, line 39-41)

The students felt tired because the time of the English class was close to the time of the break.

b. The Students did not Understand Enough about the English Lesson

Based on the result of the interview with the teacher, it was found that the students did not understand the English lesson enough.

“There are some students who say vocabulary only to certain vocabulary they have learned for a long time, it is because these students do not carry a dictionary and or are too lazy to open a dictionary that they bring to school.” (See appendix 2, line 42-45)

It showed that the students felt uncertain for speaking in the classroom because they could not use proper sentence terms while speaking in English. Sometimes, the teacher mixed with Indonesian words in order to make the students understand what she talked.

c. The Students Lack of Vocabulary

Based on the result of interview, the teacher said:

“Students only have or memorize a little vocabulary, usually they only memorize vocabulary that they think is easy to memorize. Though they should memorize a lot of vocabulary so that they are easy to answer the questions or questions in the class mentioned by the teacher.” (See appendix 2, line 46-50)

It showed that lack of vocabulary is the one of problems that emerged from the students themselves.

The Teacher's Ways to Cope with the Problems in Implementing the Techniques

Based on the findings of the interview, the researcher found several ways to cope with the problems that had been done by the teacher in implementing guessing

game techniques used in teaching English vocabulary. Those ways would be explained below.

a. Students' Motivation

To cope with the problem related to the students' motivation, she tried to motivate the less motivated students. For example:

"Pay attention please, don't think about snacks and foods now, there will be for you later, please focus on our material." (See Appendix 2, line 53-55)

The teacher's statement was meant to motivate students to focus on the lesson. The teacher also did a little ice-breaking session such as joking to refresh the students' minds.

b. The Students did not Bring Dictionaries

Based on the result of the interview related to the students did not bring the dictionary. The teacher should tell the students to bring their dictionary for the English class.

"I overcome it by telling students to bring a dictionary during English class. If there are students who still do not carry a dictionary, I will ask them to borrow a dictionary that is in the school library." (See appendix 2, line 57-59)

The result showed that the students who did not bring the dictionary, they should borrow the dictionaries from the school library.

c. The Causes of Lack Vocabulary

The result of the data analysis showed that the last problem was about the students that had a little vocabulary mastery.

"To overcome the latter problem regarding the lack of vocabulary mastery is by offering solutions such as asking the students to make small notes to write vocabulary. These small notes can be carried everywhere so students do not have to bother to carry a dictionary to memorize vocabulary." (See appendix 2, line 60-63)

The result of the interview showed that in solving the problem, the teacher gave solutions to the student to make a small note of the vocabulary. Therefore, when the students forgot the vocabulary, they could look at their small notes.

Discussion

In addition to the finding of this study, the following discussion would be discussed about the implementation of guessing game techniques used in teaching English. The research findings showed the implementation of the technique used in teaching English. Guessing game can be played by children, teenagers, and even adults. That is why the teacher used guessing game as one of the alternative ways to teach English, especially vocabulary.

According to Wright and Buck (2006:1), guessing game is a game in which a person or participant knows certain information while the other participants compete individually or in a team to identify or to find out the information. The English teacher applied this game to make the student more active and enjoy the class and it could make the students have more responsibility in the teaching and learning process.

The teacher implemented the guessing game technique in teaching vocabulary with three-phase steps, which include pre-teaching, whilst-teaching, and post-teaching. It had a good procedure, the first procedure in whilst-teaching was the teacher showed the PowerPoint material such as about describing people, professions, and things. Second, the teacher gave three clues about a certain person, for example, handsome, actor, titanic. After that, the students guessed the name of the person mentioned before by raising hands. Third, the teacher showed the answer to the student about the three clues given. Fourth, the teacher asked the students to spell the word on the LCD. Fifth, the teacher and the students spell the word. Finally, the teacher asked students to make three clues about her/his father's profession that had been taught by the teacher. This procedure could be considered good because generally guessing game contains a fun method to cheer up and motivate the students to learn more about English. It was the same as the basic theory of the procedure stated by Irawati (2008) that the difference between a good procedure and a bad procedure is while the teacher teaches with three steps on the teaching-learning process, there are; pre-teaching, whilst-teaching, and post-teaching. This activity could be done in a couple of ways. Also, the use of LCD could help the students to see the material clearly. The last, the clues were able to make students explore their

minds. It is supported by Irawati (2008) who argued that the clues are important to guide young learners in the teaching-learning process during guessing words.

The findings showed that there were three problems faced by the teacher in implementing guessing game technique used in teaching English vocabulary as follows; the motivation of the students, the students' did not bring a dictionary, and the last problem was about the students having a little vocabulary mastery. The problem happened because of the students less motivation to study English subject. Karimah (2011) underlined that the problems of teaching and learning process are the students' less motivation to study English subject and they lack vocabulary mastery, supports it. Therefore, it can be said that most of the English teachers had the same problem which is the lack of vocabulary mastery of the students.

Besides, the ways to cope with the problem in implementing guessing game technique used in teaching English vocabulary were by consulting the dictionary, practicing English every day, sharing with other students who had high-level vocabulary mastery. The English teacher's ways to cope with the problems had been good. From the researcher's observation during the data collection, it could also be seen that it was proven by the students' difference before and after the application of guessing game technique. Before using guessing game, the students had a little vocabulary mastery and less motivation to study English.

Based on the interview with the teacher, the researcher found that the implementation of guessing game techniques could be helpful for the students because it is an interesting way to make the students have fun during the teaching and learning process. When the teacher implemented guessing game technique, the students felt enjoy and they were happy with the game. It also was helpful to the teacher because guessing game was simple to implement. Also, there were some difficulties while the teacher implemented the technique, but the teacher already solved the problems with several solutions.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of research which was obtained through observation and interview, it was found that the English teacher used games to make the students more active and enjoy in the class and it could make the students have more responsibility in teaching and learning process.

The teacher implemented guessing game technique in order to make the students active and enjoy the teaching and learning process. Guessing game can be played by children, teenagers, and even adults. That is why the teacher used guessing game as one of alternative ways to teach English especially vocabulary.

Generally, when the teacher implemented guessing game technique in teaching English vocabulary, it was easy to understand by the students, because they often play it in their daily activity. Meanwhile, the English teacher used guessing game technique with the purpose to create effective and communicative teaching and learning process.

Suggestions

After measuring the data and interpreting the finding, the researcher seemed to be aware of giving some suggestions for the English teachers and the future researchers.

1. Suggestions for the English Teachers

- a. The result of this study is expected will give references to other teacher so they are able to apply guessing game techniques while teaching English vocabulary in order to develop their teaching skill.

- b. The teacher must be active, creative, innovative, and become facilitator while teaching, so the students feel enjoy and comfortable along the teaching and learning process.
- c. The teacher must know about the condition of the students while learning English so it will be easy for the teacher to motivate them and increase their ability.

2. For other researchers

- a. The findings of this research become consideration for other researchers who want to conduct the study that relates to the teaching English vocabulary using guessing game techniques. I hope that it can be continued by adding and changing the subject and object.
- b. It is expected that the findings of this research will give contribution as the source of data to the next research about guessing game techniques used in teaching English vocabulary. In addition, this thesis can be used as additional references for similar research.

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APPENDICES

Appendix 1

OBSERVATIONAL FIELD NOTE

A. First Meeting (Monday, February 24 2020)

Instructor	: Miss. Sunne Sunjawati
Date	: Monday, February 24 2020
Skill	: Speaking
Topic	: Guessing Game (vocabulary)
Time	: 2 X 45 Minutes
Notes	:
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B. Second Meeting (Tuesday, February 25 2020)

Instructor	: Miss. Sunne Sunjawati
Date	: Tuesday, February 25 2020
Skill	: Speaking
Topic	: Guessing Game (vocabulary)
Time	: 2 X 45 Minutes
Notes	:
.....	

Appendix 2

TRANSCRIPT OF INTERVIEW QUESTIONS

Researcher : Good afternoon Mam. I am Irhas Siswahyudi from English Department. I want to do interview about my thesis under the title “A Study on the Teaching Technique Used by the Teacher in SMPN 3 Malang” but before starting the interview, how long did you teach at SMP 3 Malang?

Teacher : I taught at SMP 3 Malang within 7 years.

Researcher : What the techniques did you used while you are delivering the materials in the classroom?

Teacher : I used Guessing Game techniques to delivering my materials in the classroom.

Researcher : Why do you prefer to use this technique in applying English learning?

Teacher : Guessing game presents interesting learning, without students knowing when they guess what someone's profession, vocabulary or vocabulary they are increasing. The point is in good teaching students not only listen or write, but also learning is processed or packaged in an interesting and fun way so that students seem happy in following the lesson. This technique greatly influences students' interest in learning. Because of the age of students, their way of thinking is more likely to lead to something interesting and fun. I think the game guessing technique is suitable to be applied in class teaching because it can attract students' interest and is also fun.

Researcher : How did you implement the guessing game technique in teaching English?

Teacher : Actually guessing game can be applied to some English learning materials. In its implementation it can be describing people, describing things; such as professions, objects, and also profiles of a person, usually students are very happy with famous people such as actors and actresses, or also important people throughout the world such as; government, president and others. For the example of implementation, it is about describing people that we give clues, such as about the profession of doctor, we give 3 kinds of clues, such as syringe, stethoscope, and white uniform. That's one example and can be developed with other clues.

Researcher : How did the students respond when you applied the technique?

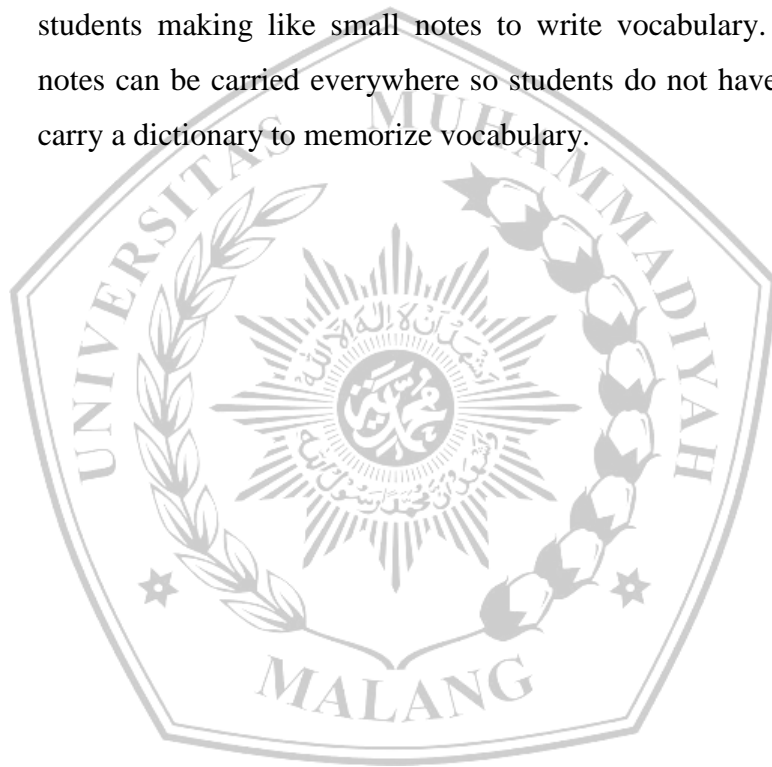
Teacher : Because of this playing technique, of course students really enjoy and are happy with guessing game learning.

Researcher : In applying the technique, what are the difficulties faced by you?

Teacher : The first difficulty I faced was that students sometimes found it difficult to hear explanations from me, that was because English lessons began before recess. It makes students impatient to immediately take breaks. Secondly, there are some students who say vocabulary only to certain vocabulary they have learned for a long time, it is because these students do not carry a dictionary and or are lazy to open a dictionary that they bring to school. For the last problem, students only have or memorize a little vocabulary, usually they only memorize vocabulary that they think is easy to memorize. Though they should memorize vocabulary with lots so that they are easy to answer the questions or questions in the class mentioned by the teacher.

Researcher : How do you overcome difficulties in applying the technique?

Teacher : To solve the first problem, I tell them to talk like this for example; "Come on kids don't think about food or drink first, because at recess you are free to buy food and drinks as much as you want. Please focus first on the material that I'm teaching right now. " So that they can focus on following my subject matter. For the second problem, I overcome it by telling students to bring a dictionary during English lessons. If there are students who still do not carry a dictionary, I will ask them to borrow a dictionary that is in the school library. and to overcome the latter problem which is to provide solutions by means of students making like small notes to write vocabulary. These small notes can be carried everywhere so students do not have to bother to carry a dictionary to memorize vocabulary.



Appendix 3

Instructor : Miss. Sunne Sunjawati
Date : Monday, February 24 2020
Skill : Speaking
Topic : Guessing Game (vocabulary)
Time : 2 X 45 Minutes
Notes :

The teacher did pre-teaching before teaching with several steps. First, in pre-teaching the teacher greeted the students. The function was about to make students focus before teaching and learning process began. Second, the teacher confirmed the students' readiness. Third, the teacher reviewed the last meeting material about adjective words. After that, the teacher gave stimulus to the students by giving questions about adjective words. The last, the teacher gave the information about material that would be discussed in this meeting.

In whilst teaching, first, the teacher showed the power point material such as about describing people, professions, and things. Second, the teacher gave three clues about people for example: handsome, actor, titanic; after that the students guessed what the name of the people was and answered by raising hands. Third, the teacher gave the answer to the student about the three clues given. Fourth, the teacher asked the students to spell the word on the LCD. Fifth, the teacher and the students spelled the word. The last, the teacher asked students to make three clues about her/his father's profession that had been taught by the teacher.

In the post-teaching, after teaching and learning process, the teacher asked to the students how they felt after teaching and learning activity and the teacher reviewed the material.

Appendix 4

Instructor : Miss. Sunne Sunjawati
Date : Tuesday, February 25 2020
Skill : Speaking
Topic : Guessing Game (vocabulary)
Time : 2 X 45 Minutes
Notes :

The teacher did pre-teaching before teaching with several steps. First, in pre-teaching the teacher greeted the students. The function was about to make students focus before teaching and learning process began. Second, the teacher confirmed the students' readiness. Third, the teacher reviewed the last meeting material. After that, the teacher asked the students about the homework.

In whilst teaching, the English teacher pointed at the students randomly to read their homework about her/his fathers' profession in front of the class one by one. The rest of the students were asked to guess fathers' profession.

In post-teaching, the teacher gave some questions to the students about the material. Second, the teacher reviewed the material. After teaching and learning process, the teacher asked the students how they felt after teaching and learning.